St White's Primary School - Computing

Phase: LKS2 | Topic: Sequencing sounds

What should I already know about sequencing sounds?

- I know that computers can be programmed
- This means giving them a set of commands in a sequence for the computer to carry out

Unit Overview – What I will be able to do?

- I will be sequencing in programming through Scratch
- I will use a selection of motion, sound, and event blocks to create my own programs, featuring sequences.
- I will make a representation of a piano.
- I will also apply stages of program design through this unit

What will I know by the end of the unit?

•How to identify the objects in a Scratch project
•How to explain that objects in Scratch have attributes
•How to recognise that commands in Scratch are represented as blocks
•How to create a program following a design
•How to create a sequence of connected commands
•How to explain what a sequence is
•How to combine sound commands
•How to order notes into a sequence
•How to build a sequence of commands
•How to make design choices for my artwork
•How to implement my algorithm as code

Values

Computer scientists have a 'can do' attitude towards solving problems and are reflective when trying out different possibilities.

blocks

Technical vocabulary

Attribute	A characteristic of an object
Command	an instruction or signal causing a computer to perform one of its basic functions
Blocks	Representation of commands in scratch
Outcome	A consequence of an action
Sequence	a particular order in which related things follow each other
Code	program instructions
Algorithm	A set of rules to be followed by a computer
Design	To plan or create something

Programming

When programming, there are four levels which can help describe a project:

- Task - what is needed
- Design - what it should do
- Code - how it is done
- Running the code - what it does

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National Curriculum Objectives

Computing

•Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
•Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
•Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs
•Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Computing: Sequencing sounds Follows on from:

- KS1: Beebots
- KS1: Scratch Jr

• Possible additional NC links

- Music and Art